

## CHAPTER I

This chapter presents background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

### 1.1 Background of the Study

Language is the most important medium in communication. Basically, language is a means to convey ideas, thought, opinions, and feelings. Among so many languages in the world, English is the most popular. It is one of the reasons why majority people in Indonesia nowadays learn English as their foreign language. English teaching has been conducted throughout Indonesia. In this study the researcher wants to discuss about Bilingual language, especially in English and Indonesian.

Learning English is important for communication, especially in learning English as foreign language. The progress of science and technology, demanding everyone to continue to make changes to improve. The use of language became one of the aspects that continue to evolve with the times. Mastery of more than one language is one of the primary capital to be able to keep pace with development. Today the use of more than one language has become important in people's lives. Foreign language skills become a necessity for today's society. This phenomenon is associated with era of globalization is happening in every country in the world. Foreign language skills, specially English, be a prerequisite for person's success in the future.

In our country, English is taught as the first foreign language. It is taught as a compulsory subject at the secondary a school up to university level, even as a local load at the elementary school. While are awareness of the importance of English has grown lately, most people realize that English has to be introduces to children earlier compared to what happened in the past. Actually, someone has better memory in childhood. As it is stated by Lawron and Peter (1996:90). Therefore we also have a good education plan for children's language development, including providing bilingual program.

The advantages for students learning bilingual language are the student will be developing the communication skills of an individual, and they will be more creative and crittical if they have communicating with other people, especially with foreign people. Beside, that learning Bilingual language can enhance the success of students in term of academic. So, the students can be individuals who think more sharply and flexible. Bilingual language very helping us to get the good knowledge in many field. So, the people have a better chance of competing in the world of work.

The teacher's ways in delivering material using bilingual language is not easy. The teacher must have the ability to delivering the material. They have make their student be interested with them. If the students have provisions from their family, maybe they will be more easy to studying use bilingual language. Because, the mother tongue actually more intimate and often they use in their life. So, the teacher can little easy to delivering the material.

The role of teachers to prepare students for future global can compete in the world of work is huge. Competitive advantage in the graduate school is

highly dependent on the learning process during training. This competitive advantage will be owned by the students if teachers have the knowledge and skills sufficient English language, both to understand the learning materials, teach, and conduct evaluations. In this study, researchers focused on the subjects of Math and Science.

Demands for taking English as the language of instruction in some subjects mentioned above encourage schools to design training English program for teachers of Math and Science. The teachers sent to the formal educational institutions to attend English classes for several months in the hope that after completing the course they will be prepared to teach using English. Having considered ready to use the English language, as well as the acquisition of knowledge or skill, teachers can begin to teach Math and Science uses Bilingual language, which in Indonesian and English.

Based on the explanation above, the researcher is interested is doing a research about the teacher's implementation of bilingual teaching at MINU Trate Putra Gresik, because the researcher want to know about the development of english education in MINU Trate Putra Gresik as we know that in Gresik, MINU Trate Putra Gresik is one of elementary school who learning to use bilingual program. This technique is aimed at making students to be more active and build the students in speaking, listening, reading, and writing skills.

## **1.2 Statements of the Problems**

Based on the background of the study above, in which the writer explains why she does the study entitled “The Implementation of Bilingual Teaching at MINU Trate Putra Gresik”. The writer formulates three questions in carrying out this study. The questions are:

1. How does the teacher implement bilingual teaching at MINU Trate Putra Gresik?
2. How is the student’s responses of bilingual teaching at MINU Trate Putra Gresik?

## **1.3 Purposes of the Study**

By doing this study, writer really hopes that the study will be able to answer the questions above. While the purposes of the study are:

1. To know the teacher’s ways implemantation of bilingual teaching at MINU Trate Putra Gresik.
2. To know student’s responses about the bilingual teaching at MINU Trate Putra Gresik.

## **1.4 Significance of the Study**

The reasearcher expects that this reseacrh would provide practical and theoritical benefit:

1. Theoretical benefit

It is focus on the implementation of the teacher in delivering material using bilingual language in Mathematic and Science. So that

the teacher will be more creative and got of best to use bilingual language in delivering material to the students.

## 2. Practical benefit

### a. For the teacher:

The writer hopes that this study can knowing how the ways of the teacher to delivering material using bilingual language in Indonesian and English, and based of this study can makes the writer know about the teacher's ability to teach the students using bilingual language.

### b. For the students:

The writer hopes that this study can diagnostic the student comprehension, so they will know their ability and weakness when they join in teaching learning using Bilingual language. It will enable to them to learn more effectively to increase their skill and based of this study can makes the writer know about the student's response in teaching learning using bilingual language.

## **1.5 Scope and Limitation**

The scope of this study is limited as follows:

The scope in this research was the writer focused on the bilingual teaching at at MINU Trate Putra Gresik in third grade specially in Science and Math. To clarify the problem, the researcher limits the problem in the implementation of bilingual teaching, and the student's response. She will

observe the teachers ways implementation bilingual teaching and student's response in learning English using bilingual. The limitation in this research was implementation bilingual teaching. It had three steps. The first Pre teaching: It was the step where the teacher prepared to teaching of Science and Math. The second Whilst teaching: It was about how the teacher presented and delivered the material. And the last Post teaching: It was about how the teacher evaluated and gave feed back to the students.

### **1.6 Definition of Key Terms**

Definition is intended to avoid ambiguity and misunderstanding of the terms used. To get same points of view to certain terms, the writer gives the definition of key terms. One refers to the previous and others do not. The writer herself gives the definition of the key terms of the study are:

#### **1. Bilingual**

The teacher in MINU Trate Putra Gresik using two language (English and Indonesian) in teaching learning process, especially in Science and Math.

#### **2. Implementation**

Apply the subject using Pre teaching: It was the step where the teacher prepared the teaching of Science and Math. Whilst teaching: It was about how the teacher presented and delivered the material to the students. Post teaching: It was about how the teacher evaluated and gave feed back to the learners.